

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Nether Stowey C of E VC Primary
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	37 (27 FSM) 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Chloe Holt
Pupil premium lead	Chloe Holt
Governor / Trustee lead	Pauline Carpenter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36, 355
Recovery premium funding allocation this academic year	£1566
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1821
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39 742

Part A: Pupil premium strategy plan

Statement of intent

Our objectives

- To ensure our curriculum from 4-11 gives every child the best chance of meeting or succeeding age-related expectations in reading, writing and maths
- To ensure all disadvantaged pupils have access to the very best educational and development experiences to prepare them for life
- To narrow the gap between disadvantaged pupils and their peers in reading, writing and maths and attitudes to learning overall

Our strategy

Our strategy aims to enable all staff to ensure vulnerable children have the very best access to the learning available and that the curriculum takes into account the starting points of pupils, swiftly addressing gaps in learning.

We aim for all disadvantaged pupils to have access to a full and balanced curriculum, a range of intervention, academic and SEMH support to ensure they reach their full academic potential. through an engaging curriculum and High Quality First Teaching.

We aim for all pupils to increase their attendance which in turn will increase their attainment to further close the academic gap between Pupil Premium pupils and Non-Pupil Premium pupils.

We will provide pastoral support to all pupils and parents who have been identified as vulnerable to further support pupils' and parents' SEMH needs.

We will provide a wide range of enrichment opportunities to further support a sense of success outside of academic achievement and to support individual wellbeing and the development of a robust character.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and Punctuality
2	Emotional well-being and behaviour impacting on a child's readiness to learn
3	Social and Emotional skills, low confidence, low self esteem.
4	Attainment Gap between PPG and Non-PPG in KS1 and KS2
5	Lack of wider cultural experience

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils to make at least expected progress in Reading, Writing and Maths	The attainment Gap narrows between PPG and Non-PPG pupils in all subjects
Pupils to have access to a wide range of interventions, a language rich environment, pre-teaching, overlearning and other pupil-specific targeted support	All pupils' academic needs are met to support the narrowing of the attainment gap between PPG and Non-PPG pupils
Attendance Increases and stays above national average (at least 96%, aspirational 98%)	For pupils' attendance to remain above 96% with the number of PPG Persistent Absentees reduced to match the overall percentage of PPG on roll
Pupils' SEMH needs are met, and pupils' behaviour for learning leads to good outcomes	Improved attendance and academic attainment through consistently differentiated teaching, application of behaviour policy and collaboration with parents
Pupils to have access to a wide range of enrichment opportunities	Pupils to take part in regular trips, visits and residential, swimming and other enrichment opportunities both inside and outside of school

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25 835

Activity	Evidence that supports this approach	Challenge number(s) addressed
PFSA/ELSA	Parenting support improves a child's behaviour, mental health welling being as well as improving emotional resilience. EEF identifies that Parental engagement supports attainment, and preventing cases escalating to child in need.	1,2,3
<i>Staffing and CPD</i>	<p>The EEF guide to pupil premium identifies that teaching as a top priority with a focus of the delivery of High Quality First teaching including CPD opportunities.</p> <p>Using our assessment data, we have identified the need for Maths and writing CPD to ensure the delivery of High Quality First teaching from teaching and support staff with a priority on cohorts with low attainment data.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	4
Development of Teaching Assistants and in class support for those pupils at risk of delay.	<p>Somerset Literacy Network. Focus on Vocabulary acquisition and links to writing.</p> <p>Work set in English and Mathematics matches levels of ability and challenges children.</p> <p>Ensure that all pupils are at a place where they are 'ready to learn' and achieve their best at all times</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,3,4,

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Support for Vulnerable learners	Identified pupils whose SEMH needs must be supported to allow others to learn	4
<i>Narrowing the gap between PPG pupils and Non-PPG children in KS1 and KS2.</i>	Deliver bespoke interventions to support narrowing the gap for vulnerable learners. . Pre-teaching to be used help support narrowing the gap and improve vocabulary	2, 4
<i>Tutoring</i>	Bespoke tutoring for children with gaps of knowledge identified.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enrichment (Kilve, class trips, swimming, and visitors)</i>	<i>Ensuring all children are exposed a wide range of enrichment opportunity enhances a better understanding and knowledge of the world</i>	1,3,5
<i>Wraparound club</i>	<i>Further supports attendance ensures school assessable for all.</i>	1,3,5
<i>Wider opportunities for S.E.M.H</i>	<i>Outdoor lunch provision for children to address SEMH</i>	1,3,5
<i>Resources</i>	<i>Resources to support with the delivery of individual interventions and enrichment activities for PPG pupils including uniform.</i>	

Total budgeted cost: £ 39,742

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Nether Stowey Primary impact and use of Pupil Premium Grant has adapted. We have taken the approach to look not just the child but the whole family unit to further support through these times, focusing on the social, emotional, and mental health of our children and families while ensuring a high quality diverse and engaging education is delivered to our children.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Despite two years of education being disrupted due to the global pandemic, progress has been made in some areas for the most vulnerable pupils. It has been widely accepted that children have been detrimentally affected by the closing of schools as well as national lockdowns, with those most deprived families being the most severely affected.

Due to these factors, it has been increasingly difficult to conduct a thorough review of our provision due to a lack of external data, skewed attendance figures and disruption to opportunities to reflect such as; pupil voice, community initiatives and more detailed parental engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ELSA (Continuing supervision)	Support Services for Education (Somerset)
Little Wandle (Synthetic Phonics Programme)	Wandle Learning Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA TA support
What was the impact of that spending on service pupil premium eligible pupils?	Children have access to additional support. Children were emotional resilient, able to access learning.